

# **Beths Grammar School**

## **Year 9 GCSE Option Choices**



**2026-2028**

# Introduction

All subjects will be graded 9-1 and will be taken in May/June 2028 (i.e. in Year 11) including GCSE Mathematics, GCSE English Language and GCSE English Literature.

All students will also have lessons in Games and PSHCE. These subjects are not examined.

As part of the core curriculum, it is strongly recommended that all students study a Modern Foreign Language to GCSE with a choice between Chinese Mandarin, French, German, Italian and Spanish; and a Humanity to GCSE with a choice between Geography or History. All students will follow the separate sciences (i.e. Biology, Chemistry, Physics) option.

Further option choices can be made from the list below:

GCSE	Art & Design*	GCSE	Engineering*	GCSE	Music
GCSE	Business	GCSE	French	GCSE	Photography*
GCSE	Chinese Mandarin	GCSE	Geography	GCSE	PE
GCSE	Computer Science	GCSE	Geology	GCSE	Psychology
GCSE	Design & Technology (Product Design)*	GCSE	German	GCSE	RE
GCSE	Drama	GCSE	History	GCSE	Sociology
GCSE	Electronics*	GCSE	Ancient History	GCSE	Spanish
GCSE	Economics	GCSE	Italian	GCSE	Statistics

*\*Due to the course content, only one of the following subjects can be chosen: Art, DT, Electronics, Engineering, and Photography.*

This booklet provides details about the core subjects in our Year 10 curriculum and those which are optional as well as some guidance on making option choices.

- The five subject preferences (the fifth is a reserve) should be submitted in order.
- Choices are to be submitted via Microsoft Forms– the link is at the end of this booklet and will go live after the presentation.
- Please complete this **by Friday 1 May 2026**

These choices will be reviewed by Ms Dobinson (Assistant Headteacher, Curriculum), Mr Jones (Deputy Headteacher, Key Stage 3), Ms Monteith (Head of Year) and Ms Blewett (SENDCo) and the latest report grade predictions will also be considered. Any suggested amendments to the student choices will be communicated to both the student and their parents. We aim to be able to inform you of your courses by the end of June.

These are significant decisions that will affect your son's academic progress and future development. It is important that he enjoys the subjects he follows and matches them to his talents and skills. There will, of course, be many opportunities for discussion to resolve any doubts felt by students or teachers at this important time in your son's school career, and it is vital that at the end of this consultation process you, your son, his form tutor and his teachers are comfortable with the decisions made. The school will try to meet every student's agreed preferences, but this will depend on staff availability, as well as enough students choosing an option to make a teaching group viable.

## THE CURRICULUM IN YEARS 10 AND 11

Please note that the details of this curriculum offer are correct at the time of printing, but they are kept under continuous review and may be subject to change if circumstances alter.

Each student is expected to study the following core subjects, along with Games and PSHCE:

English Language	to GCSE	Page 20
English Literature	to GCSE	Page 21-22
Mathematics	to GCSE	Page 35
Science (Separate)	to GCSE	Pages 43-45
Games	Not examined	
PSHCE	Not examined	

Each student will also study four further courses from the following list. The school strongly recommends that all students study a Modern Foreign Language and a Humanity. The school will advise that one practical subject to be chosen due to the demands of the respective courses.

Art & Design	to GCSE	Page 4
Business	to GCSE	Pages 5-6
Chinese Mandarin (MFL)	to GCSE	Page 7-8
Computer Science	to GCSE	Page 9
Design Technology	to GCSE	Pages 10-11
Drama	to GCSE	Pages 12-13
Economics	to GCSE	Pages 14-15
Electronics	to GCSE	Page 16-17
Engineering	to GCSE	Pages 18-19
French (MFL)	to GCSE	Page 23-24
Geography (Humanity)	to GCSE	Page 25
Geology	to GCSE	Page 26-27
German (MFL)	to GCSE	Page 28-29
History (Humanity)	to GCSE	Page 30
Ancient History (Humanity)	to GCSE	Page 31-32
Italian (MFL)	to GCSE	Page 33-34
Music	to GCSE	Pages 36-37
Photography	to GCSE	Page 38
Physical Education	to GCSE	Page 39
Psychology	to GCSE	Page 40
Religious Studies	to GCSE	Pages 41-42
Sociology	to GCSE	Page 46
Spanish (MFL)	to GCSE	Page 47-48
Statistics	to GCSE	Page 49

## **ART & DESIGN**

<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specification:</b>	<b>(9ADO) – 60% coursework and 40% externally set task</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mr Hayman</b>

### **What will I learn on this course?**

GCSE Art & Design is primarily concerned with visual modes of expression. It offers a unique vehicle for communication and self-expression, equivalent in importance to literacy and numeracy. It encourages the ability to observe, select and interpret with imagination, feeling and understanding.

In the context of general education some of the aims of Art & Design are to stimulate, encourage and develop:

- the ability to perceive, understand and express concepts, ideas and feelings in a visual form;
- the ability to record from direct observation;
- the acquisition of technical competence and manipulative skills, enabling individuals to realise their creative intentions by the use of a variety of materials and techniques;
- Imaginative powers and critical analytical faculties.

### **What kind of student is this course suitable for?**

Those who choose to take GCSE in Art & Design will be expected to demonstrate their competence in the above skills and show that they can work independently, analyse problems, research relevant information and realise their intentions in a controlled way.

### **What is the course content and how is it assessed?**

There are many varied approaches to Art & Design and the examination syllabus provides a wide choice of options. Candidates will be expected to show evidence of an extensive course of study. The final assessment will include two elements:

- Coursework carrying a minimum of 60% of the total marks created in controlled assessment conditions.
- Externally set task carrying a test in which candidates are able to show their ability to work independently within a specified time (work on this section) carrying a weight of 40% of the total marks.

### **What kind of work will I need to do outside lessons?**

Homework will need to be completed weekly, in order to complete the course successfully. Homework will be set using 'Show my Homework' and at times will be self-directed. The Art rooms will be available for students to use after school on designated days. This is an excellent way of ensuring homework is completed. Alongside you're your studies, it is expected that you practice developing your foundational Art skills and visit galleries.

### **What could I go on to do at the end of my course?**

At the end of your course, you could continue on to A Level, foundation studies and degree studies. Following these students could enter employment in an art related area, such as a Fine Artist, Art Gallery work, Art Therapist, Art Teacher, Art Technician, Curator, Art Lecturer, Illustrator, Conservator, Arts Admin, Architecture and many more. [Working in DT](#), [Working in Fine Art](#)

### **Contributions to art materials**

We ask for a contribution of one annual payment of £20 to cover the cost of consumable materials such as paint, clay, specialist paper and printing inks. This does not include the cost of sketchbooks and canvases for KS4 and KS5. This payment will enable the Art Department to continue to offer a diverse curriculum. Students will be invoiced for this annual payment once options have been submitted.

## **BUSINESS**

**Examination Board:** AQA  
**Specification:** 8132  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mr Alade

### **What do I need to know or be able to do before taking this course?**

You need to be able to express yourself clearly and to organise written work in a logical order as the course requires a lot of written and numerical work. You also need to be able to interpret data. You will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world. The knowledge and skills gained from this specification will provide you with a firm foundation for further study.

### **What will I learn on this course?**

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour. Students will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

### **What kind of student is this course suitable for?**

This course will appeal to students who are interested:

- Using business terminology to identify and explain business activity
- Who can apply business concepts to familiar and unfamiliar contexts.
- Willing to develop problem solving and decision-making skills relevant to business.
- In investigating, analysing and evaluating business opportunities and issues.
- Can make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

### **What is the course content and how is it assessed?**

This course consists of two papers including a range of assessment methods including: MCQs, calculations, short and extended essay writing.

Paper 1[1hour 45minutes]

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2 [1hour 45minutes]

- Business in the real world
- Influences on business
- Marketing
- Finance

**What kind of work will I need to do outside lessons?**

Background reading is an essential part of the course. You will be expected to use the given worksheets to follow-up work covered in class and read a quality newspaper on a regular basis. Written work will be set weekly and include assignments that require you to show you can apply key terms and concepts and analyse and evaluate information. You will carry out research requiring you to collect information from a variety of sources and organise this information into a logical order.

**What could I go on to do at the end of my course?**

Business is a long-established course which is well-regarded in Higher Education. It is good preparation for advanced courses and careers which cover a vast range of industries and roles. [Careers and subjects quiz: if you like business studies : resources library](#)

**GCSE Business**

Textbook: [AQA GCSE Business Workbooks, Resources & Revision \(hoddereducation.co.uk\)](#)

Revision Guide: [GCSE Business AQA Revision Guide | CGP Books](#)

## CHINESE MANDARIN

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>8673</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Ms Zhai</b>

### **What do I need to know or be able to do before taking this course?**

All students should choose a language, but enthusiastic linguists may choose to do more than one. The course follows on from KS3 and builds on the material covered, re-visiting and developing areas already covered as well as introducing more advanced grammar and vocabulary.

### **What will I learn on this course?**

The Core content is centred on three themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

### **What kind of student is this course suitable for?**

You should appreciate the importance of modern languages and communication and enjoy learning about other cultures and ways of life. You need to be motivated and committed and able to meet homework deadlines.

### **What is the course content and how is it assessed?**

The themes above are studied in depth and are assessed at the end of the course by external examinations. The tests can be taken at Higher or Foundation level. The tier of entry must be the same for each skill.

The assessments are:

**Listening (25%):** At Foundation level, a 35 minute recorded test and at Higher level, a 45 minute recorded test, consisting of items in Chinese with questions and responses in English only.

**Speaking (25%):** At Foundation level, a 7-9 minute test (plus preparation time) and at Higher level, a 1012 minute test (plus preparation time), consisting of a role-play, photo card and General Conversation in Chinese.

**Reading (25%):** At Foundation level, a 45 minute test and at Higher level, a 60 minute test of items in Chinese such as magazine articles, public notices and letters with comprehension tested with questions and responses in English only. There is also a translation section from Chinese into English.

**Writing (25%):** At Foundation level, a 1 hour test and at Higher level, a 1 hour 15 minute test. Students complete structured and open-ended writing tasks as well as a translation from English into Chinese.

In order to attain grades of 5-9, all students are entered for Higher tier, except in exceptional circumstances, in which the MFL department may decide to enter a student for Foundation tier.

### **What kind of work will I need to do outside lessons?**

You will be expected to be able to recognise and write as many Chinese characters as possible: You will be expected to devote adequate time to learning the difficult ideographic script and practising the tonal pronunciations in Mandarin Chinese. Apart from lesson time and written homework, you will also be expected to spend at least one hour per week using the Quizlet character-learning app or its website to revise Chinese characters to improve your fluency. You should be keen to develop your reading skills through extensive reading. You will also use ICT in order to improve your reading and listening comprehension and writing skills.

### **What could I go on to do at the end of my course?**

A GCSE in Chinese will provide you with a suitable foundation for further study and/or practical use of the language. The course is designed to progress naturally to studying A level Mandarin in the sixth form for those students who wish to continue further. [Working in Languages](#)

### **Potential Trips and Cost**

Opportunities to attend trips locally or in London may arise in which case the cost for this will be paid by parents. Past local trips have included a Chinese restaurant trip, visit to Cambridge and Fitzwilliam Museum. The cost for local trips is kept as low as possible and typically would include the cost of entry to an event and potentially food costs only (travel via public transport where possible). The MFL department will endeavour to offer residential trips to KS4. These trips are **not compulsory**; however, they do enhance and support the curriculum allowing students to opportunity to practise the language in a real-world setting. If a residential trip is organised for KS4, this would take place in Year 10 and would have been advertised at least one year in advance to allow parents plan financially for the cost if their child wishes to attend.

### **Cost of previous trips for information:**

Local restaurant trip	approx. £30
Visit to Cambridge and Fitzwilliam Museum	approx. £30
Residential trip – Beijing or Shanghai	approx. £2800

## COMPUTER SCIENCE

<b>Examination Board:</b>	<b>OCR</b>
<b>Specification:</b>	<b>J277</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Ms Aziz</b>

### **What will I learn on this course?**

Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

### **What kind of student is this course for?**

This course is favoured by those who have an interest in developing their own applications, would like to further their understanding of how a computer works and enjoy solving algorithmic problems. Computing is a broad subject that cuts across several industries, though is heavily driven by both the logical rigours of Mathematics and the flair of the creative arts in finding solutions to abstract problems.

### **What is the course content and how is it assessed?**

The course consists of two written papers:

Computer Systems, (01) with a weighting of 80 marks (1 hour and 30 minutes) or 50% of the GCSE course.

Computational Thinking, Algorithms and Programming (02) again with a weighting of 80 marks (1 hour and 30 minutes) or 50% of the GCSE course.

### **What kind of work will I need to do outside lessons?**

This is a practical course, and students would be expected to make use of the software development facilities in the school in practising the skills taught in class. Although access to a computer at home is not required, it would be greatly beneficial, and the software used in class is available to students should they wish to complete projects and work outside of school. Reading periodicals about the changes in the industry is recommended, as are reading articles as directed by the department.

### **What could I go on to do at the end of my course?**

Computing at GCSE establishes a solid foundation for the A Level in Computing Science and can be further pursued at degree level with a multitude of career options ranging from cyber security, web development, games developer, forensic analysts to name a few. As a subject, Computing supports other disciplines, in particular the fields of Mathematics, Engineering and Science. [Working in Computer Science UK.pdf](#)

# DESIGN & TECHNOLOGY

<b>Examination Board:</b>	<b>EDEXCEL</b>
<b>Specification:</b>	<b>1DT0</b>
<b>Available Level:</b>	<b>GCSE</b>
<b>Subject Leader:</b>	<b>Ms Dennis</b>

## What will I learn on this course?

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create, and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants, and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing, and the humanities.

## What kind of student is this course suitable for?

Students that want to continue to build on their skills in design and technology from Key Stage 3, incorporating knowledge and understanding of different materials (woods, metals, polymers, papers, and boards) and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students who want to learn how to take design risks, helping them to become resourceful, innovative, and enterprising citizens. They would want to develop an awareness of practices from the creative, engineering and manufacturing industries including C.A.D. Students that can develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community. This course will nurture independent and motivated learners.

## What is the course content and how is it assessed?

### Component 1: 50% written examination: 1 hour and 45 minutes (100 marks)

The content is divided into two sections: A core content and material categories.

All students must study the Core content plus at least **one** material category. The paper consists of two sections. Section A is assessed on the core content (50 Marks) and Section B is assessed on one of the following categories based upon students' choice (Timbers, Polymers, Metals, Paper and Boards, Textiles and Systems and Control) (50 marks).

### Component 2: 50% Non-examined / Coursework assessment (100 marks)

There are four parts to the assessment: AO1 [10Marks] – **Investigate:** This includes investigation of needs and research, and a product specification AO2 [30 Marks] – **Design:** This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design AO3 [20 Marks] – **Make:** This includes manufacture, and quality and accuracy AO4 [40 Marks] – **Evaluate;** This includes testing and evaluation. Students will undertake a project based on a contextual challenge set and released by Edexcel a year before certification (end of Year 10).

These components will be finally assessed in May/June of Year 11.

## What kind of work will I need to do outside lessons?

Although a reasonable amount of lesson time and support will be dedicated to the production of study folders and project work, you will need to work individually on coursework as part of the controlled assessment. Students are also expected to complete additional tasks such as research and revision outside of the lesson and at home. You are also expected to find and read articles, books and watch videos or TV programmes related to the subject to advance your understanding and depth of knowledge. Students may be required to attend lunchtime and after school sessions to complete coursework as the department considers necessary.

**Subject Contribution**

Students that select a D&T GCSE practical subject will be required to contribute £25 towards materials and resources to ensure the best outcome in the contextual challenge is achieved. In return students will be able to retain their manufactured product after completion of the GCSE.

**What could I go on to do at the end of my course?**

Students can progress from this qualification to:

- GCEs e.g., GCE A Level in Design and Technology
- Level 3 vocational qualifications e.g., the BTEC Level 3 qualifications in Engineering
- Employment, e.g. in a Design- or Technology-based industry where an apprenticeship may be available.
- Foundation courses at local colleges before specialising in a relevant degree level course.

[Working in DT](#)

# DRAMA

<b>Examination Board:</b>	<b>EDUQAS WJEC</b>
<b>Specification:</b>	<b>4150</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Ms Grady</b>

## Why Study Drama?

The World Economic Forum's Future of Jobs Report predicts creativity, innovation and ideation will be key skills for the workforce of the future. These so-called soft skills, which sit alongside analytical thinking and problem-solving, will replace manual tasks that become automated. When business leaders across the world were surveyed, they voted Creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Drama, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions! At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

## What do I need to know, or be able to do, before taking this course?

You will have enjoyed drama lessons in key stage 3, contributing ideas effectively to groups and implementing feedback, making further progress. You may also have participated in extra-curricular activities or be a member of a drama club. Any of these experiences can help if you choose Drama as a GCSE subject. You will develop your knowledge of improvisation, drama techniques performance and design skills to a higher level; you will also look at plays/practitioners in more detail along with different ways of bringing a script to life on stage. You may also be interested in the design element of lights, set and props, costume, hair and make-up or sound which can also be assessment options.

## What will I learn on this course?

You will have the opportunity learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. You will also be able work collaboratively to generate, develop and communicate ideas, all of which will develop your emotional intelligence. Your practical skills will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and strong presentation skills. Your written skills, both analytical and creative, as well as your ability to self-reflect, will be developed through a range of tasks. Studying drama will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. Through studying drama, you will be equipped with the skills to succeed in your next steps.

## What kind of student is this course suitable for?

You are able to:

- Express yourself in an active, creative and disciplined way
- Work effectively in a variety of groups
- Contribute your ideas and take on board those of others
- Explore ideas by putting yourself in other people's shoes
- Create and take on many roles in different imaginary situations
- Demonstrate a respect and discipline within the subject with an aim to tackle challenges head on
- Read a range of plays, understand and demonstrate the importance of a message or aim within drama.

## What is the course content and how will I be assessed?

### Component 1: Devising Theatre

**Non-exam assessment: internally assessed, externally moderated 40% of qualification.**

Learners will be assessed on **either** acting **or** design (lighting, sound, set or costume).

Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by WJEC.

Learners must produce:

- a realisation of their piece of devised theatre 15 marks
- a portfolio of supporting evidence 30 marks
- an evaluation of the final performance or design. 15 marks.

### **Component 2: Performing from a Text**

**Non-exam assessment: externally assessed by a visiting examiner, 20% of qualification**

Learners will be assessed on **either** acting **or** design (lighting, sound, set or costume): 60 marks

Learners study **two** extracts from the **same** performance text chosen by the centre.

Learners participate in **one** performance using sections of text from **both** extracts.

### **Component 3: Interpreting Theatre**

**Written examination: 1 hour 30 minutes, 40% of qualification both** extracts.

#### **Section A: Set Text 45 marks**

A series of questions on **one** set text:

1. ***Refugee Boy*** by Benjamin Zephaniah. Adapted by Lemn Sissay

#### **Section B: Live Theatre Review 15 marks**

**One** question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

This linear qualification will be available for assessment in May/June each year.

#### **What kind of work will I need to do outside lessons?**

Students will be expected to participate in drama based extra-curricular activities and will attend a variety of professional productions to broaden their experience and perception of the subject. In the lead up to performance exams, students will also be required to attend extra rehearsals during lunchtimes and after school.

#### **What could I go on to do at the end of my course?**

Students who enjoy and have studied drama are creative, confident and disciplined individuals who are able to communicate effectively with others, working well in teams or as individuals. These specific skills are highly regarded by universities and employers alike. You could look into careers such as acting, directing, film/stage/television design, media, law, journalism, or running a company. [Working in... Creative Sectors : resources library](#)

#### **Potential Course Trips and Costs**

Theatre trips costing on average £25 to see a variety of theatre shows in London and sometimes more local.

# ECONOMICS

**Examination Board:** AQA  
**Specification:** 8136  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mr Marfo

## **What do I need to know or be able to do before taking this course?**

You need to be able to express yourself clearly and to organise written work in a logical order as the course requires a lot of written and numerical work. You also need to be able to interpret data. There are lots of opportunities to talk about today's economic issues in your lessons. You will develop communication, critical thinking and analytical skills through tasks based on anything from ways to cut the budget deficit, to weighing up the pros and cons of inflation or being part of free-trade agreements.

## **What will I learn on this course?**

During the course, you will:

- Engage in the study of economics whilst developing as an independent and reflective thinker.
- Recall economic knowledge and apply this knowledge to real-life situations, analysing and evaluating evidence in order to come to balanced and reasoned judgements.
- Apply these skills in a contemporary situation, in a range of local, national and global contexts, whilst at the same time understanding the perspectives of different economic stakeholders.

## **What kind of student is this course suitable for?**

This course will appeal to students who:

- Want to find out how the UK and other economies work.
- Are interested in the current economic situation.
- Want to develop their skills of analysing and evaluating economic problems.
- Willing and able to develop their independent learning skills.
- Motivated and enthused by current affairs.

## **What is the course content and how is it assessed?**

This course consists of two papers:

### *Paper 1 [1hour 45minutes]*

- Economic foundations
- Resource allocation
- How prices are determined
- Production, costs, revenue and profit
- Competitive and concentrated markets
- Market failure

### *Paper 2 [1hour 45minutes]*

- Introduction to the national economy
- Government objectives
- How the government manages the economy
- International trade and the global economy
- The role of money and financial markets
- Range of assessment methods including: MCQs, calculations, short and extended essay writing.

## **What kind of work will I need to do outside lessons?**

Background reading is an essential part of the course. You will be expected to use the given worksheets to follow-up work covered in class and read a quality newspaper on a regular basis. Written work will be set weekly and include assignments that require you to show you can apply key terms and concepts and analyse and evaluate information. You will carry out research into topical economic issues requiring you to collect information from a variety of sources and organise this information into a logical order.

**What could I go on to do at the end of my course?**

Economics is a long-established course which is well-regarded in Higher Education. It is a good preparation for advanced courses and careers such as economic advisers, research analysts or a career in politics.

[Economics : Subjects library](#)

GCSE Economics Textbook: [AQA GCSE Economics \(9-1\): Suitable for OxfordAQA International GCSE Economics \(9214\): Amazon.co.uk: Stone, Jacob: 9798373732123: Books](#)

**Potential Course Trips and Costs**

Bank of England trip which is free.

## **ELECTRONICS**

**Examination Board:** Eduqas  
**Specification:** 603/0776/6  
**Available Level:** GCSE  
**Subject Leader:** Mr Morgan

### **What will I learn on this course?**

Electronics is part of the STEM (Science, Technology, Engineering & Maths) suite of qualifications and shares the core values of design, problem solving, working with materials and the use of technology in society.

Students will learn how to design, build and test electronics systems as solutions for real world problems (for example controlling a lift stopping at several floors) using analogue, digital and micro-computer systems.

### **What kind of student is this course suitable for?**

This course will appeal to students who:

- Have a keen interest in solving problems in a logical, methodical, & creative manner.
- Like to use their technical creativity.
- Enjoy being challenged both academically and practically.
- Have an active interest in technology.
- Are interested in Science and Mathematics (and other subjects).
- Are interested in real world applications for computers, including robotics.

The course is a good compliment to the study of Engineering, Physics, Computing and DT GCSEs.

### **What is the course content and how is it assessed?**

Electronics can't be learned just from a book, so practical work is an intrinsic part of this course. Over the two years students will learn how to convert real world physical variables like temperature, sound and light levels into electrical signals, and then process them in a variety of ways to produce useful outputs, such as sound, light, text displays and driving motors. Students will learn about digital and analogue processing, and also learn to program microcontrollers (single chip computers) to produce complex responses. This will be taught through both theory and a series of mini projects.

The specification has a "Non-Examined Assessment" (coursework) project worth 20% of the total GCSE mark. It will need to be completed before Easter in Year 11 and should have a total of 32 hours of meaningful and productive student time devoted to it.

The remaining 80% of the GCSE marks are assessed externally by two 90-minute exams to be taken in May/June of Year 11.

### **What kind of work will I need to do outside lessons?**

Although a reasonable amount of lesson time and support will be dedicated to the production of study folders and project work, you will need to work individually on coursework as part of the controlled assessment. Students are also expected to complete additional tasks such as research and revision outside of the lesson and at home. You are also expected to find and read articles or books related to the subject to advance your understanding and depth of knowledge. Students may be required to attend lunchtime and after school sessions to complete coursework as the department considers necessary.

### **Subject Contribution**

Students that select a D&T GCSE practical subject will be required to contribute £20 towards materials and resources to ensure the best outcome in the contextual challenge is achieved. In return students will be able to retain their manufactured product after completion of the GCSE.

**What could I go on to do at the end of my course?**

The GCSE Electronics course provides the platform to study for AS/A2 Level Electronics, Product Design and Computing in Years 12 and 13 before going on to Higher Education, with possible careers in Electronics, Engineering, Communications, Aerospace, Broadcasting, Computing and Design.

Be aware that it is possible to study A level Electronics without having done the GCSE course, but you will have to work harder, especially in Year 12.

[Electronic and Electrical Engineering : Subjects library](#)

**Potential Trips and Cost**

We are always keen to find trips & competitions to further our students' interest in Electronics. We are currently planning a trip to Germany (in collaboration with Languages) to a theme park (around £1000) and we are looking for trips with the STEM subjects (around £30) and to enter some national competitions.

# ENGINEERING

**Examination Board:** AQA  
**Specification:** (8852)  
**Available Level:** GCSE  
**Subject Leader:** Ms Commerford

## SUBJECT INFORMATION

As a school that highly regards and promotes STEM throughout our curriculum, we recognise the importance of Engineering. 50% of the UK's Engineers in industry are educated in the UK. Currently 54.7% of young people said they would consider a career in Engineering. It is predicted that the need for qualified engineers is going to rise. Therefore any qualification within Engineering could open amazing opportunities in the future.

### Why study Engineering?

When looking into a career in Engineering the sky really is the limit! There are over 100 jobs in Science Technology Engineering and Maths, with this number increasing year on year. From Civil engineer and Robotics Engineer to Mechanical, Aeronautical and Aerospace Engineers. So, you really can reach for the Stars!

Engineering is an increasingly innovative and exciting career to work in. Engineering affects all aspects of modern life – from buildings to bicycles, Smart phones to Space rockets. So, you really can reach for the stars!

### What kind of student is this course suitable for?

Engineering is suitable for students that had a keen interest in Design and technology at Key stage 3 and a high aptitude in Mathematics and Physics. Students will need to apply their knowledge and understanding of different materials, manufacturing processes and electronic systems. They will use this understanding to design and make working prototypes for real world problems. They would want to develop an awareness of practices from engineering and manufacturing industries including C.A.D. and C.A.M. Students that can develop an understanding of its impact on daily life and the wider world and understand that high-quality Engineering is integral to the nation and global community. As students will undertake their own personal project this course is suited to students who are self-motivated and can work independently. An ability to solve problems and come up with design solutions is a must.

### What is the course content and how is it assessed?

## ASSESSMENT

<b>Question paper Externally assessed</b>	<b>What is assessed?</b>	Sections 1-6 from the subject content. Though the 'Practical engineering skills' section will predominantly be assessed through the NEA, some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts.
	<b>How is it assessed?</b>	Written exam: 2 hours, 120 marks, 60% of GCSE
	<b>Questions</b>	Multiple choice questions assessing breadth of knowledge. Short answer questions assessing in depth knowledge, including calculations. Multiple choice questions related to the application of practical engineering skills. Extended response questions drawing together elements of the specification.
<b>Non-exam assessment Practical Engineering</b>	<b>What is assessed?</b>	Application of skills, knowledge and understanding in a practical context.  Analysis and evaluation of evidence. PORTFOLIO AND PRODUCT

	<b>How is it assessed?</b>	Brief set by AQA released on 1 June in the first year of study. 80 marks, 40% of GCSE.
	<b>Questions</b>	Students produce: Engineering drawings or schematics to communicate a solution to the brief. An engineering product that solves a problem.

### **What kind of work will I need to do outside lessons?**

Although a reasonable amount of lesson time and support will be dedicated to the production of study folders and project work, you will need to work individually on coursework as part of the controlled assessment (NEA). Students are also expected to complete additional tasks such as research and revision outside of the lesson and at home. You are also expected to find and read articles or books related to the subject to advance your understanding and depth of knowledge. Students may be required to attend lunchtime and after school sessions to complete coursework as the department considers necessary.

### **Subject Contribution**

Students that select an Engineering GCSE practical subject will be required to contribute £20 towards materials and resources to ensure the best outcome in the NEA is achieved. In return students will be able to retain their manufactured product after completion of the GCSE.

### **RELATED CAREERS / A- LEVEL PROGRESSION**

In engineering we apply physics and mathematics into solving real world problems and this relates to all areas of Engineering from civil to medical. It also strongly supports careers in Architecture, computer Science and Electronics.

A level would include:

- **Electronics**
- **Mathematics**
- **Physics**
- **Computer Science**
- **Design And Technology**

### **NEED FOR MORE INFORMATION**

Email [Mscommerford@beths.bexley.sch.uk](mailto:Mscommerford@beths.bexley.sch.uk)

### **SELECTION CRITERIA IN THE EVENT OF OVER SUBSCRIPTION**

- High achievers in Physics than other sciences.

### **What could I go on to do at the end of my course?**

[Working in Engineering](#)

## ENGLISH LANGUAGE

**Examination Board:** AQA  
**Specification:** 8700  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mx Slinn

English is central to academic success and to understanding the world around us. Through the study of language and literature, students develop the ability to read critically, think independently and communicate ideas with confidence and precision.

At Beths Grammar School, the English curriculum challenges students to explore powerful ideas, analyse a wide range of texts and develop sophisticated writing skills. These abilities are essential not only for academic success but also for future careers that value communication, creativity and critical thinking. All students study both AQA GCSE English Language and GCSE English Literature.

### **What do I need to know or be able to do before taking this course?**

Students will build upon and develop the reading and writing skills they have acquired at Key Stage 3.

### **What will I learn on this course?**

Students will develop the confidence to analyse a wide range of fiction and non-fiction texts from the 19th century to the present day. They will explore how writers use language and structure to shape meaning and influence readers.

Students will also develop their own writing skills, crafting engaging and effective texts for a variety of audiences, purposes and forms.

### **What kind of student is this course suitable for?**

All students are required to study GCSE English Language.

### **What is the course content and how is it assessed?**

The GCSE English Language course is assessed through two written examinations at the end of the two-year course. There are no controlled assessment units. Speaking and Listening is reported as a separate endorsement but does not contribute to the final GCSE grade.

### **Component 1: Explorations in Creative Reading and Writing (50% - 1hr 45minutes)**

Section A Reading: questions on an unseen fiction extract  
Section B Writing: a choice of two writing tasks, linked by theme to the reading extract.

### **Component 2: Writers' Viewpoints and Perspectives (50% - 1hr 45mins)**

Section A Reading: questions on two thematically linked, unseen non-fiction extracts  
Section B Writing: a choice of two writing tasks, linked by theme to the reading extracts.

### **What kind of work will I need to do outside lessons?**

Students are encouraged to read widely from a range of fiction and non-fiction texts from different time periods. Weekly homework tasks will focus on developing and refining reading and writing skills, including analytical responses and extended writing.

### **What could I go on to do at the end of my course?**

English Language is a core qualification and an essential foundation for further study. It supports a wide range of courses and careers which require strong communication and analytical skills, including journalism, media, advertising, law and public speaking. [Working In English](#)

## ENGLISH LITERATURE

**Examination Board:** AQA  
**Specification:** 8702  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mx Slinn

### **What do I need to know or be able to do before taking this course?**

Students will continue to develop their enjoyment and appreciation of literature in a variety of forms, from classic texts to more contemporary works.

### **What will I learn on this course?**

Through exploring writers' ideas and perspectives in a range of texts, students will develop the ability to analyse literature in detail. They will examine themes, characters and language while understanding how texts are shaped by the historical and cultural contexts in which they were written.

Students will also develop an awareness of different interpretations of texts and the ways in which literature continues to be relevant to modern readers.

### **What kind of student is this course suitable for?**

All students are required to study GCSE English Literature.

### **What is the course content and how is it assessed?**

The GCSE English Literature course is assessed through two written examinations at the end of the two-year course. There are no controlled assessment units.

#### **Component 1: Shakespeare and 19<sup>th</sup> century Novel (50% - 1hr 45minutes)**

Section A Shakespeare: character or theme question based on an extract and the play as a whole.  
Section B 19<sup>th</sup> century novel: character or theme question based on an extract and the novel as a whole.

#### **Component 2: Modern Texts and Poetry (50% - 2hours 15 minutes)**

Section A Modern text (post-1914 British play or novel): one essay question.  
Section B Poetry from the AQA *Power and Conflict* anthology: one comparative question.  
Section C Unseen poetry: one question on an unseen poem and one comparative question comparing two unseen poems.

### **Key Texts Studied at Beths**

Students study a range of influential literary works from different historical periods.

Shakespeare

- Macbeth

19th Century Novel

- The Strange Case of Dr Jekyll and Mr Hyde – Robert Louis Stevenson

Modern Text

- An Inspector Calls – J. B. Priestley

Poetry

- AQA Power and Conflict anthology including works by Wilfred Owen, Percy Bysshe Shelley, Carol Ann Duffy and John Agard.

Students will also develop the skills needed to analyse poetry they have not previously studied.

### **Enrichment Opportunities**

Students studying English at Beths may have the opportunity to take part in enrichment activities such as:

- theatre visits linked to GCSE texts
- visiting speakers and workshops
- creative writing opportunities
- reading groups and literary discussions
- debating and public speaking opportunities

These experiences help students deepen their understanding of literature while developing confidence and creativity.

### **Future Pathways**

Many students choose to continue their study of English at A Level. English combines well with a wide range of subjects and can lead to university courses and careers in areas such as law, journalism, media, publishing, politics, marketing, education and the arts.

## FRENCH

**Examination Board:** AQA  
**Specification:** 8652  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mrs Cato-Sargeant

### **What do I need to know or be able to do before taking this course?**

All students should choose a language, but enthusiastic linguists may choose to do more than one. The course follows on from KS3 and builds on the material covered, re-visiting and developing areas already covered as well as introducing more advanced grammar and vocabulary.

### **What will I learn on this course?**

The core content is centred on three themes:

1. People and lifestyle
2. Popular culture
3. Communication and the world around us

### **What kind of student is this course suitable for?**

You should appreciate the importance of modern languages and communication and enjoy learning about other cultures and ways of life. You need to be motivated and committed and able to meet homework deadlines.

### **What is the course content and how is it assessed?**

The themes above are studied in depth and are assessed at the end of the course by external examinations. The tests can be taken at Higher or Foundation level. The tier of entry must be the same for each skill.

#### The assessments are:

**Listening (25%):** At Foundation level, a 35 minute recorded test and at Higher level, a 45 minute recorded test, consisting of listening comprehension (responses in English) and dictation (responses in French).

**Speaking (25%):** At Foundation level, a 7-9 minute test (plus preparation time) and at Higher level, a 10-12 minute test (plus preparation time), consisting of a role-play, reading out loud and photo card with follow-up conversation.

**Reading (25%):** At Foundation level, a 45 minute test and at Higher level, a 60 minute test of items in French such as magazine articles, public notices and letters with comprehension tested with questions with responses in English. There is also a translation of sentences section from French into English.

**Writing (25%):** At Foundation level, a 1 hour 10 minute test and at Higher level, a 1 hour 15 minute test. Students complete structured and open-ended writing tasks as well as a translation of sentences from English into French.

In order to attain grades of 5-9, all students are entered for Higher tier, except in exceptional circumstances, in which the MFL department may decide to enter a student for Foundation tier.

### **What kind of work will I need to do outside lessons?**

You will need to practise your language skills on a regular basis. You will be expected to devote adequate time outside of school for learning new vocabulary and grammar. You should be keen to develop your reading skills through extensive reading. You will also use ICT to improve your reading and listening comprehension and writing skills.

### **What could I go on to do at the end of my course?**

A GCSE in French will provide you with a suitable foundation for further study and/or practical use of the language. The course is designed to progress naturally to A Level French in the sixth form for those students who wish to continue further. [Working in Languages](#)

### Potential Trips and Cost

Opportunities to attend trips locally or in London may arise in which case the cost for this will be paid by parents. Past local trips have included a film night, visit to a museum or cultural centre, visit to an off-site workshop and such like. The cost for local trips is kept as low as possible and typically would include the cost of entry to an event and potentially food costs only (travel via public transport where possible). The MFL department will endeavour to offer residential trips to KS4. These trips are **not compulsory**; however, they do enhance and support the curriculum allowing students to opportunity to practise the language in a real-world setting. If a residential trip is organised for KS4, this would take place in Year 10 and would have been advertised at least one year in advance to allow parents plan financially for the cost if their child wishes to attend.

### Cost of previous trips for information:

Film night and meal	approx. £25
Workshop in London	approx. £30
Residential trip – Paris	approx. £800 (October 2024 - £760 for comparison)

# GEOGRAPHY

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification Code:</b>	<b>8035</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Dr Viehoff</b>

## **What do I need to know or be able to do before taking this course?**

The only prerequisite for this course is a genuine interest in finding out about our world and its current and future issues.

## **What will I learn on this course?**

The course and teaching:

- Are relevant to the world you live in (e.g. hazards such tropical storms or volcanoes);
- Encourage discussion on current affairs and sustainability issues for the future;
- Focus on the environment (e.g. challenges posed by climate change);
- Involve practical work, with a minimum of 2 days outdoor fieldwork;
- Provide opportunities for possible international excursions;
- Develop a full range of transferable skills for other subjects and employment;
- Make use of ICT, including sessions for research and production of work.

## **What kind of student is the course suitable for?**

Those who choose to take GCSE Geography will be expected to work independently, analyse problems, research relevant information, organise written work into a logical order and be able to interpret data.

## **What is the course content and how is it assessed?**

The course is assessed through 3 examinations:

- **Paper 1: Living with the physical environment (1 hour 30)**  
The challenge of natural hazards, The living world, Physical landscapes in the UK
- **Paper 2: Challenges in the human environment (1 hour 30)**  
Urban issues & challenges, The changing economic world, The challenge of resource management
- **Paper 3: Geographical applications (1 hour 30)**  
Paper 3 will involve analysing a pre-release issue, given to candidates 12 weeks prior to the exam, as well as examining the 2 days of outdoor fieldwork completed during the GCSE course.

## **What kind of work will I need to do outside lessons?**

Students undertake fieldwork in both a human and physical geography enquiry, this helps students to apply what they have learnt in the classroom to the real world.

As part of the course students will complete coastal and urban geography fieldtrips which will be assessed in Paper 3. Research will also take place around the school site to carry out smaller scale investigations.

Regular homework will be set, such as practice exam questions or research into case studies. Further reading into current affairs is also recommended so that pupils are able to use up to date examples in their work.

## **What could I go on to do at the end of my course?**

The GCSE course is a prerequisite for studying A Level Geography before going onto university. As a 'soft science' Geography compliments other scientific subjects like Biology, Chemistry and Physics whilst the Human Geography half accompanies other social sciences subjects such as Economics, Sociology, Politics and History very well.

*"Geography students tend to be open-minded and interested in the world around them, qualities which are attractive to employers and may be a particular advantage if you are interested in working for an international organisation."*

Geography opens the door to numerous careers, such as sustainability consultant, surveyor, risk analyst, climate scientist, urban planner and transport strategist. Furthermore, Geographers are also considered highly employable for the wealth of transferable skills they acquire, including numeracy, teamwork, analytical and IT skills. [Working in Geography](#)

# EARTH SCIENCE - GEOLOGY

**Examination Board:** Eduqas  
**Specification Code:** 603/0598/8  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mr M Martin

## What is Geology?

Earth Science, also known as Geology, is the scientific study of the Earth and the processes that shape it.

It includes civil and structural engineering, planetary science, economic geology (mining and extraction of oil, gas, coal and ores), earthquakes, volcanoes, minerals, igneous, sedimentary and metamorphic rocks, palaeontology (fossils), and the 4.6-billion-year history of the Earth and the older Solar System.

## What do I need to know or be able to do before taking this course?

No prior knowledge of the subject is needed. Students of geology only need a genuine interest in how the Earth and other planets were formed and work as well as how life on Earth has evolved

## What will I learn on this course?

- How we predict and protect against geological hazards like volcanoes, tsunamis, lahars and earthquakes.
- How geology is central to civil and structural engineering projects like dams, bridges, large buildings and rail or rail networks.
- Sustainable resource development and the extraction and use of minerals; energy; water and geothermal heat.
- How plate tectonics explains how the Earth works.
- Planetary geology and how our Earth compares to other planets in the Solar System.
- How to identify different minerals and rock types and how they form.
- Track the origin and evolution of life through the study of fossils.
- How geological events can be dated hundreds or thousands of millions of years ago.
- How to understand, use and draw geological maps.
- How the study of present-day processes can unlock secrets of the past.

## What kind of student is the course suitable for?

Geology students like learning new things, solving problems, and working practically. They are curious about the world around them. Geology students need to be able to draw upon what they learn in other subjects to help understand the world. They are well organised, work independently and think like scientists to reach conclusions by analysing and interpreting evidence.

## What is the course content and how is it assessed?

The course is taught as 14 themes across Years 10 and 11 through:

- Interesting lab-based experiments.
- Field trips to amazing locations.
- Our university-quality collection of over 1200 rocks, minerals, and fossils.
- Advanced, university-quality petrological microscopes and rock thin-sections.

Assessment is two examinations at the end of Year 11.

- Paper 1: Geological Principles (computer-based 1 hour 15 minutes).
- Paper 2: Investigative Geology (written exam 1 hour 30 minutes).

## What kind of work will I need to do outside lessons?

A full day fieldtrip to the Sussex coast in Year 10 will introduce you to geology outdoors. A four-night trip to the Isle of Wight will put into practice what you learn in the classroom. Outside of lessons you will need to do regular reading and keep your study pack up to date.

**What could I go on to do at the end of my course?**

As Geology is a science subject you will have four physical sciences at GCSE to support sixth form applications. You will be well placed for A Levels in Geology, Chemistry, Physics, Biology or Engineering. Geography is also a fantastic A Level option for geologists as you will be able to directly apply some of your new skills in a human-focussed context. University options include the natural sciences (geology, physics, chemistry, biology, astronomy) and applied subjects like engineering, oceanography, climatology, sustainability, or environmental sciences. [Geology : Subjects library](#)

**Trips and Cost**

There are several day trips to Greenwich, the Natural History Museum in South Kensington and Peacehaven in East Sussex. No compulsory costs relate to these trips.

There is one four-night residential trip to the Isle of Wight in May of Year 10 which fulfils exam board requirements for practical geology studied and assessed in the field. There is a compulsory cost for this trip which includes all travel, accommodation, food and tuition. In 2025 this was £220. Financial support is available for some students.

All required technical and safety equipment is provided for use by students while in school and in the field.

## GERMAN

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>8662</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mrs Cato-Sargeant</b>

### **What do I need to know or be able to do before taking this course?**

All students should choose a language, but enthusiastic linguists may choose to do more than one. The course follows on from KS3 and builds on the material covered, re-visiting and developing areas already covered as well as introducing more advanced grammar and vocabulary.

### **What will I learn on this course?**

The core content is centred on three themes:

1. People and lifestyle
2. Popular culture
3. Communication and the world around us

### **What kind of student is this course suitable for?**

You should appreciate the importance of modern languages and communication and enjoy learning about other cultures and ways of life. You need to be motivated and committed and able to meet homework deadlines.

### **What is the course content and how is it assessed?**

The themes above are studied in depth and are assessed at the end of the course by external examinations. The tests can be taken at Higher or Foundation level. The tier of entry must be the same for each skill.

#### The assessments are:

**Listening (25%):** At Foundation level, a 35 minute recorded test and at Higher level, a 45 minute recorded test, consisting of listening comprehension (responses in English) and dictation (responses in German).

**Speaking (25%):** At Foundation level, a 7-9 minute test (plus preparation time) and at Higher level, a 10-12 minute test (plus preparation time), consisting of a role-play, reading out loud and photo card with follow-up conversation.

**Reading (25%):** At Foundation level, a 45 minute test and at Higher level, a 60 minute test of items in German such as magazine articles, public notices and letters with comprehension tested with questions with responses in English. There is also a translation of sentences section from German into English.

**Writing (25%):** At Foundation level, a 1 hour 10 minute test and at Higher level, a 1 hour 15 minute test. Students complete structured and open-ended writing tasks as well as a translation of sentences from English into German.

In order to attain grades of 5-9, all students are entered for Higher tier, except in exceptional circumstances, in which the MFL department may decide to enter a student for Foundation tier.

### **What kind of work will I need to do outside lessons?**

You will need to practise your language skills on a regular basis. You will be expected to devote adequate time outside of school for learning new vocabulary and grammar. You should be keen to develop your reading skills through extensive reading. You will also use ICT in order to improve your reading and listening comprehension and writing skills.

### **What could I go on to do at the end of my course?**

A GCSE in German will provide you with a suitable foundation for further study and/or practical use of the language. The course is designed to progress naturally to A Level German in the sixth form for those students who wish to continue further. [Working in Languages](#)

## Potential Trips and Cost

Opportunities to attend trips locally or in London may arise in which case the cost for this will be paid by parents. Past local trips have included a film night, visit to a museum or cultural centre, visit to an off-site workshop and such like. The cost for local trips is kept as low as possible and typically would include the cost of entry to an event and potentially food costs only (travel via public transport where possible). The MFL department will endeavour to offer residential trips to KS4. These trips are not compulsory; however, they do enhance and support the curriculum allowing students to opportunity to practise the language in a real-world setting. If a residential trip is organised for KS4, this would take place in Year 10 and would have been advertised at least one year in advance to allow parents plan financially for the cost if their child wishes to attend.

### Cost of previous trips for information:

Film night and meal	approx. £25
Workshop in London	approx. £30
Residential trip – Black Forest	approx. £845 (May 2027 – advertised January 2026)

## HISTORY

<b>Examination Board:</b>	<b>Eduqas</b>
<b>Specification Code:</b>	<b>C100QS</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Ms Leonard</b>

### **What do I need to know or be able to do before taking this course?**

Students will have the ability to collect and analyse information, distinguish between facts and opinions, detect bias, make reasoned judgements and be able to understand different viewpoints and why they might differ.

### **What will I learn on this course?**

History gives students the opportunity to study significant events, issues and individuals of the past. The course covers aspects of twentieth century world history, which will develop critical, analytical and communication skills through the exploration of themes and interpretation. The units studied will enable us to look at a wide range of historical sources such as textbooks, documents, newspaper extracts, letters, television and documentaries. Classwork takes the form of teacher-led explanations, individuals and group discussion, presentations and examination practice.

### **What kind of student is this course suitable for?**

A student who is interested in some or all of the following:

1. A desire to understand modern day society, culture and issues in the context of the past
2. A fascination with the past stimulated by fundamental questions of causation and interpretation
3. How different groups within society develops a sense of identity through shared experience
4. A knowledge of other countries and cultures in the modern world.

### **What is the course content and how is it assessed?**

The course is the Eduqas GCSE History.

- The Elizabethan Age, 1558-1603
- Germany in Transition, 1919-1939
- The Development of the USSR, 1924-1991
- Changes in Health and Medicine in Britain, c.500 to the present day

Assessment consists of two externally assessed written examinations.

### **What kind of work will I need to do outside lessons?**

Background reading is an essential part of the course, and you are expected to enhance your understanding by reading around the subject and undertaking independent research on the internet. You will also be expected to practice examination questions.

### **What could I go on to do at the end of my course?**

History is a respected qualification for a wide range of Higher Education courses and careers in management, central government, the civil service, law or journalism. However, students will find that the analytical skills gained through the study of History will be extremely useful for any career they might choose to pursue. [Working in history](#)

### **Potential Trips and Cost**

- Florence Nightingale Museum- £6 per student
- The Old Operating Theatre Museum and Herb Garret- £5 per student
- Science Museum's Wellcome Galleries- Free (dependent on exhibitions)
- History lecture at Shakespeare's Globe Theatre - £14 per student

All prices are subject to potential future changes

## ANCIENT HISTORY

**Examination Board:** OCR  
**Specification:** J198  
**Available Level:** GCSE (9-1)  
**Subject Leaders:** Ms Leonard

### **What do I need to know or be able to do before taking the course?**

Students do not need to have studied ancient history in primary or secondary school in order to access this course, although it certainly helps. This course will be developing similar skills and approaches to GCSE history with regards to analysing historical events and sources, so any skills and historical thinking acquired in KS3 History will help here.

### **What will I learn on this course?**

This is a course that can be accessed by all students, as they will develop analytical skills when tackling historical information, as well as prioritising information from large pieces of text. In addition, students will tackle topics through enquiry questions and learn to organise what they learn and make it useful in answering these overarching questions. Above all, Ancient History students acquire valuable transferable thinking skills, as: critical thinking, problem solving, perseverance and deductive reasoning.

### **What kind of student is this course suitable for?**

There are no specific academic requirements to join the Ancient History course. Any student who can gain a place at Beths is capable of successfully studying this here.

In short, a student who is interested in some or all of the following:

1. A desire to understand ancient society, culture and issues in the context of the past.
2. A fascination with the past stimulated by fundamental questions of causation and interpretation.
3. How different groups within society develops a sense of identity through shared experience.
4. The study of a variety of sources, ranging from archaeological digs and statues to epic poetry
5. A knowledge of how ancient civilisations have helped influence the modern world.

### **What is the course content and how is it assessed?**

There are four components that will be studied:

- The Persian Empire, 559–465 BC
- Alexander the Great, 356–323 BC
- The foundations of Rome: from kingship to republic, 753–440 BC
- Hannibal and the Second Punic War, 218–201 BC.

### **What kind of work will I need to do outside lessons?**

There will be regular homework comprising learning, comprehension, background research and examination practise. A student should undertake half an hour's work at home for every one hour they spend in the classroom as a minimum. Most of our work will be textbook base and there are many other interesting activities to support learning available from various online resources.

### **What could I go on to do at the end of my course?**

The GCSE qualification is an adequate preparation to take Classical Civilisation or Ancient History at A Level or IB level (as well as modern History), so that is an obvious route for extension. However, Ancient History is in itself an education, conferring valuable skills and insights along the way, broadening the mind and conferring vital and lasting mental and cultural benefits. Lastly, particularly for those who extend their studies beyond Sixth Form, Classics can be a passport to a number of very stimulating and well-paid careers. [Working in history](#)

### **Potential Trips and Cost**

**British Museum trip:** Students who take GCSE Ancient History will undertake a trip to the British Museum in the Summer term. This will provide them with the opportunity to examine key artefacts from both the Greek and Roman periods and assess their place in ancient Graeco-Roman civilisation. This will tie in to their units and broaden their learning of these cultures and periods of history. The artefacts that we will be seen will

range from painted pottery showcasing theatrical performances to busts of political figures and tools from everyday life. This will be a free trip as there is no admission fee to the Roman and Greek wings of the British Museum. However, students will be expected to bring their own packed lunch to eat on the day.

**City Wall trip:** The City Wall museum at Vine Street is another location that is a possible trip to be conducted. This will allow students to view a section of the Roman wall in London as well as surviving artefacts from the Roman period. Students will be able to look at this area of the Roman Empire and assess how it matches with what they learn in the GCSE unit about the earlier Roman Republic. Students will also be able to see the legacy that the Romans left behind in London in the Middle Ages and enrich their understanding of the impact of Roman rule in Britain. The admission to the City Wall museum is free, but students will be expected to bring packed lunch with them to eat on the day.

## ITALIAN

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>8633</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mrs Cato-Sargeant</b>

### **What do I need to know or be able to do before taking this course?**

All students should choose a language, but enthusiastic linguists may choose to do more than one. The course follows on from KS3 and builds on the material covered, re-visiting and developing areas already covered as well as introducing more advanced grammar and vocabulary.

### **What will I learn on this course?**

The core content is centred on three themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

### **What kind of student is this course suitable for?**

You should appreciate the importance of modern languages and communication and enjoy learning about other cultures and ways of life. You need to be motivated and committed and able to meet homework deadlines.

### **What is the course content and how is it assessed?**

The themes above are studied in depth and are assessed at the end of the course by external examinations. The tests can be taken at Higher or Foundation level. The tier of entry must be the same for each skill.

#### The assessments are:

**Listening (25%):** At Foundation level, a 35 minute recorded test and at Higher level, a 45 minute recorded test, consisting of items in Italian with questions and responses in both English and Italian.

**Speaking (25%):** At Foundation level, a 7-9 minute test (plus preparation time) and at Higher level, a 1012 minute test (plus preparation time), consisting of a role-play, photo card and General Conversation in Italian

**Reading (25%):** At Foundation level, a 45 minute test and at Higher level, a 60 minute test of items in Italian such as magazine articles, public notices and letters with comprehension tested with questions and responses in both English and Italian. There is also a translation section from Italian into English.

**Writing (25%):** At Foundation level, a 1 hour test and at Higher level, a 1 hour 15 minute test. Students complete structured and open-ended writing tasks as well as a translation from English into Italian.

In order to attain grades of 5-9, all students are entered for Higher tier, except in exceptional circumstances, in which the MFL department may decide to enter a student for Foundation tier.

### **What kind of work will I need to do outside lessons?**

You will need to practise your language skills on a regular basis. You will be expected to devote adequate time outside of school for learning new vocabulary and grammar. You should be keen to develop your reading skills through extensive reading. You will also use ICT in order to improve your reading and listening comprehension and writing skills.

### **What could I go on to do at the end of my course?**

A GCSE in Italian will provide you with a suitable foundation for further study and/or practical use of the language. [Working in Languages](#)

### **Potential Trips and Cost**

Opportunities to attend trips locally or in London may arise in which case the cost for this will be paid by parents. Past local trips have included a film night, visit to a museum or cultural centre, visit to an off-site workshop and such like. The cost for local trips is kept as low as possible and typically would include the cost of entry to an event and potentially food costs only (travel via public transport where possible). The MFL department will endeavour to offer residential trips to KS4. These trips are not compulsory; however, they do enhance and support the curriculum allowing students to opportunity to practise the language in a real-world setting. If a residential trip is organised for KS4, this would take place in Year 10 and would have been advertised at least one year in advance to allow parents plan financially for the cost if their child wishes to attend.

### **Cost of previous trips for information:**

Film night and meal	approx. £25
Workshop in London	approx. £30
Residential trip – Naples	approx. £1250 (May 2027 – advertised January 2026)

# MATHEMATICS

**Examination Board:** Edexcel  
**Specification:** 1MA1  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Ms Paterson

## **What do I need to know or be able to do before taking the course?**

All students will study GCSE Mathematics in Year 10, taking their GCSE in Year 11.

## **What will I learn on this course?**

Mathematics builds on such foundations established during Key Stage 3. It develops further the strands of Number, Algebra, Shape & Space and Data Handling and allows students to achieve a deeper understanding of the fundamental concepts and of their application in the world today.

## **What kind of student is this course suitable for?**

Whilst it is a compulsory element in Key Stage 4, students who have good problem-solving skills and are prepared to 'grind out' solutions have a distinct advantage.

## **What is the course content and how is it assessed?**

Assessment of Mathematics is by examination only.

Students will sit the GCSE at the end of Year 11 taking three written papers:

Paper 1 (33%)	Non calculator	1 hour 30 minutes
Paper 2 (33%)	Calculator allowed	1 hour 30 minutes
Paper 3 (33%)	Calculator allowed	1 hour 30 minutes

## **What kind of work will I need to do outside lessons?**

You will continue to have homework twice a week. You will find that they will be more complex than before as the work will be getting harder. They will also take you longer to do.

## **What could I go on to do at the end of my course?**

Mathematics is a valuable qualification. It provides the necessary support for many university courses, including the Sciences, Geography, Art, Engineering, Economics, Psychology, Sociology and Computer Science. [Working in Maths](#)

# MUSIC

**Examination Board:** Eduqas  
**Specification:** C660QS  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Ms Marriott

## **What do I need to know and be able to do before taking this course?**

Music is a highly academic subject which requires rigour and disciplined study, both inside and outside of normal lesson times. It enables students to develop their creative, imaginative, analytical and teamwork skills. Prospective students will have demonstrated good musical potential at Key stage three.

## **What will I learn on this course?**

You will learn compositional techniques, develop performing skills and an understanding of a wide range of musical styles improve your listening skills. These combined elements will greatly develop your skills as a musician.

## **What kind of student is suitable for this course?**

It is essential that students wishing to study music have a solid background in the subject and the willingness to dedicate time to improve their musical skills in all three units of the course.

## **What is the course content and how is it assessed?**

The GCSE course is divided into the following three units.

### ***Component 1: Performing - 30% of the qualification.***

You will need to perform a minimum of two pieces with a total combined duration of 4-6 minutes. One piece must be an ensemble lasting at least one minute. Another piece of music must be linked to an Area of Study (see below). These could be in any style, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments.

### ***Component 2: Composing - 30% of the qualification.***

You will compose two pieces of music lasting 3-6 minutes in total. One will be in response to a brief set by the exam board, there are four to choose from each year and one will be in any style you choose.

### ***Component 3: Appraising - 40% of the qualification***

You will sit one listening examination that will last approximately 1 hour 15 minutes, which will consist of 8 questions, 2 on each area of study, which are listed below.

#### **Area of Study 1: Musical Forms and Devices**

In this area of study, you will place music within a broad historical context. However, it is not expected that you develop a detailed chronology of music aside from an awareness of the principal features of Baroque, Classical and Romantic music. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910.

Set Work: Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, *Orchestral Suite No.2 in B minor, BWV 1067*)

#### **Area of Study 2: Music for Ensemble**

In this area of study, you will develop an understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from chamber music, musical theatre, jazz and blues, learners will study texture, including how composers combine musical lines in texture.

### **Area of Study 3: Film Music**

In this area of study, you will develop an understanding of film music including the use of timbre, tone colour and dynamics for effect.

### **Area of Study 4: Popular Music**

In this area of study, you will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles).

Set Work: Africa: Toto (released 1982)

### **What kind of work will I need to do outside lessons?**

It is expected that students will continue with regular weekly performance practice and where possible, tuition on their instrument/voice, and all this is in addition to regular homework and coursework assignments which will be set throughout the course. It is also beneficial if students join in with extracurricular activities and ensembles that are organised by Staff of the Performing Arts Department, although not a requirement.

### **What could I go on to do at the end of my course?**

The possibilities are endless. GCSE Music will provide a sound grounding for all further education, especially but not limited to just Music and Music Education.

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum). When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow.

This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

With Music the possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities are looking for such as analysis, evaluation, planning, practical application, teamwork, organisation, leadership skills will also be taught within this course. All of which will help any student moving forward in any industry. [Working in Music](#)

### **Potential Trips and Cost**

Although trips are not required for the course, we will occasionally provide the opportunity to play at or attend other professional performances. Those performances will potentially have costs to taking part, but we will ensure to keep all costs to a minimum. You would not be required to attend them in order to take GCSE Music.

## **PHOTOGRAPHY – lens and light-based media**

<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specification:</b>	<b>(1PYO) – 60% coursework and 40% externally set task</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mr Hayman</b>

### **What will I learn on this course?**

During the GCSE photography course students will experience a variety of digital photography techniques and processes. They will develop knowledge of the camera, its capabilities and understand the formal skills in photography.

They will learn how to control and manipulate photographic images for effect. This will include how to take photographs, studio lighting and image processing.

In the context of general education some of the aims of Photography are to stimulate, encourage and develop:

- the ability to perceive, understand and express concepts, ideas and feelings in a visual form;
- the ability to record compositions using light sensitive media;
- the acquisition of technical competence and manipulative skills, enabling individuals to realise their creative intentions by the use of traditional and alternative techniques.

### **What kind of student is this course suitable for?**

Those who choose to take GCSE Photography will be expected to demonstrate their competence in the above skills and show that they can work independently, analyse problems, research relevant information and realise their intentions in a controlled way.

### **What is the course content and how is it assessed?**

There are many varied approaches to Photography and the examination syllabus provides a wide choice of options. Candidates will be expected to show evidence of an extensive course of study. The final assessment will include two elements:

- Coursework carrying a minimum of 60% of the total marks created in controlled assessment conditions.
- Externally set task carrying a test in which candidates are able to show their ability to work independently within a specified time carrying a weight of 40% of the total marks.

### **What kind of work will I need to do outside lessons?**

Homework will need to be completed weekly, in order to complete the course successfully. Homework will be set using 'Show my Homework' and at times will be self-directed. The Art rooms will be available for students to use after school on designated days. This is an excellent way of ensuring homework is completed. Alongside you're your studies, it is expected that you practice developing your foundational Art skills and visit galleries.

### **What could I go on to do at the end of my course?**

At the end of your course, you could continue on to A Level and degree studies. Following this, students could enter employment in a photography related area, such as a Photographer, Digital Marketer, Graphic Designer, Advertising and many more.

We ask for a contribution of one annual payment of £20 will cover the cost of consumable materials such as specialist paper and printing inks. This does exclude the cost of sketchbooks. This will allow the Art Department to continue to offer a diverse curriculum. Payment will be asked for once the options have been submitted. [Working in Fine Art](#),

### **Potential Trips and Cost**

There are no scheduled trips, but there may be free day trips to exhibitions

## PHYSICAL EDUCATION

**Examination Board:** AQA  
**Specification:** 8582  
**Available Level:** GCSE (9-1)  
**Subject Leader:** Mr Temple

### **What do I need to know or be able to do before taking this course?**

AQA Physical Education GCSE is offered in the option scheme. Students will require a high level of practical skills across a range of activities and the ability to critically analyse performance.

### **What will I learn on this course?**

The GCSE course will give a greater insight into the practical and theoretical dimensions of Physical Education and Games. The course should enable the following aims to be achieved:

- The development of physical abilities and the acquisition of techniques and skills.
- The understanding of the effect of physical activity based on knowledge of the structure and function of the body.
- The acquisition of a theoretical and practical knowledge and understanding of physical activities.
- The understanding of the social, political and personal motivations that affect participation in physical activities.
- The understanding of the provision and organisation of local, national and international facilities.

### **What kind of student is this course suitable for?**

This course would appeal to students who have a high level of practical ability across a range of physical activities. It requires analytical skills and the ability to work independently or as part of a team.

### **What is the course content and how is it assessed?**

Two lessons per week will be spent on covering the theoretical aspects. One lesson per week will be working one of their chosen practical areas. Each student will be continually assessed in their **three** strongest activities chosen by staff. This will contribute to 30% of the total marks. Practical options may vary to cater for the strengths of the group, although it should be noted that candidates must perform in both an individual and team activity. Equally there is no option to be assessed as a coach or official in the new specification. A further 10% of their total mark will be awarded, on completion of an 'Analytical Investigation' which requires them to analyse and improve performance. There are two written papers, both are completed in June of year 11 and each carry 30% of the final mark. Paper 1 examines 'The human body and movement in physical activity and sport,' which includes topics such as applied anatomy, movement analysis, physical training and the use of data. Paper 2 looks at the 'Socio-cultural influences and well-being in physical activity and sport,' including sports psychology, health, fitness, well-being and the use of data.

### **What kind of work will I need to do outside lessons?**

There may be opportunities to visit local and regional facilities and to listen to visiting speakers. Practical work will be completed on the school site using indoor and outdoor facilities or outdoor and adventure facilities. There will be an opportunity to use video equipment to analyse performance.

### **What could I go on to do at the end of my course?**

The course provides the platform to study AS/A2 Level Physical Education in Years 12 and 13 before going on to Higher Education. [Working in PE](#)

# PSYCHOLOGY

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification Code:</b>	<b>8182</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mrs G Moffatt</b>

## **What do I need to know or be able to do before taking this course?**

An interest in science and mathematics and how we learn about the human mind. The human brain affects all our decisions and in psychology we learn about our behaviour and motivations. You should have an interest in science and research as well as an open and enquiring mind.

## **What will I learn on this course?**

The course and teaching:

- Cognition and behaviour; human memory, perception, human development and research methods
- Social context; social influence, language, thought and communication, neuropsychology as well as psychological problems

## **What kind of student is the course suitable for?**

An ideal student will be interested in biology and mathematics. The scientific basis of studying human behaviour involves using quantitative and qualitative research methods. Scientists first discuss a theory, then they have an aim which they want to find out if its justified. The research involves looking for evidence to support the theory. If the evidence is supportive the theory is true, but if the evidence does not support the theory, then it is rejected. Psychology suits those students who like to think outside the box and looks at various explanations of human behaviour.

## **What is the course content and how is it assessed?**

The course is assessed through 2 examinations at the end of a two-year course:

Paper 1: Cognition and behaviour, 1hr 45 mins, Total marks 100, 50% of GCSE.

Paper 2: Social context and behaviour, 1 hr 45 mins, Total marks 100, 50% of GCSE

Both papers have a mixture of questions from multiple choice, short answer and extended writing including two 9 mark, questions. Each section is worth 25 marks.

## **What kind of work will I need to do outside lessons?**

Read around the subject, visit the website [AQA | Psychology | GCSE | GCSE Psychology](#) with information provided. Go over the lessons in class and keep up to date with all the information given and complete all homework set.

## **What could I go on to do at the end of my course?**

You can do the A level psychology or take up one of the science A levels as well as social science. Psychology GCSE covers a lot of diverse topics, so it opens a range of A levels. You will learn many transferable skills, such as improving your literacy, numeracy, designing experiments, gathering evidence, analysing texts and applying different approaches to solve a problem. You will learn how to write short answers and extended answers. You can go to college and take an applied social science course. [Psychology : Subjects library](#)

## RELIGIOUS STUDIES

<b>Examination Board:</b>	<b>Eduqas Route A</b>
<b>Specification Code:</b>	<b>C120P4</b>
<b>Available Level:</b>	<b>GCSE Route A (9-1)</b>
<b>Subject Leader:</b>	<b>Ms May</b>

### **What do I need to know or be able to do before taking this course?**

GCSE Religious Studies builds on subject content taught at Key Stage 3 as part of the statutory curriculum. There are no previous learning requirements for this subject.

### **What will I learn on this course?**

- Gain an understanding of the beliefs, teachings and practices of two major world religions and the opinions and convictions of non-religious believers.
- Explore ultimate questions such as: "Was the Universe created?" "Does human life have purpose?" "If God exists, why does evil exist?" "Are some actions always wrong?" "Is there a life after death?"
- Improve your understanding of the many contemporary ethical and religious issues that arise in societies across the world.
- Improve your philosophical and critical thinking skills and your ability to think conceptually. Improve your extended writing skills and your ability to explain in depth and to present arguments and counter arguments in a logical, coherent and intelligent way.

### **What kind of student is this course suitable for?**

Religious Studies is suitable for any learner, irrespective of gender, ethnic, religious or cultural background, who has an interest in learning more about the diverse society in which we live and wishes to explore questions of belief, value, meaning, purpose, truth, and their influence on human life.

### **What is the course content and how is it assessed?**

Candidates are assessed entirely by an examination, 3 papers totalling 4 hours.

The first paper, which constitutes 50% of the total mark, consists of the following four units:

- Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

The second and third papers, each worth 25% of the total mark awarded, consist of the following units:

- Christianity – Beliefs, Teachings and Practices
- Judaism – Beliefs, Teachings and Practices

### **What kind of work will I need to do outside lessons?**

Background research is an essential part of the course and you are expected to advance your understanding and depth of knowledge by reading around the subject using a variety of different resources such as engaging with religious and ethical issues in the news and using them in your answers, pre-reading of the textbook and engaging with supplementary videos and podcasts.

### **What could I go on to do at the end of my course?**

Religious Studies GCSE equips students with a diverse set of skills and perspectives that are applicable across a wide range of further and higher education courses.

These include the ability to: Understand how multi-faith, multi-cultural and secular societies function. Understand and show respect for the beliefs and teachings behind the diverse views and practices within

societies Engage in debates in such a way that recognises the right of others to hold different views, whilst still having the informed conviction to stand by your own Communicate clearly and effectively in discussion and in extended writing Construct well informed and reasoned arguments that can be justified Use critical thinking skills to interrogate and question accepted norms and media output

The transferrable skills developed by studying Religious Studies are actively sought by all employers. However, common career paths students pursue include: law, education, civil service, politics, social work, journalism and advertising.

[Working in Theology](#)

**Potential Trips and Cost**

Candle Conference debate on 'Evil and Suffering' at Bloomsbury Baptist Church. Cost £20.00

## SEPARATE SCIENCES (Biology, Chemistry, Physics)

**Examination Board:** OCR  
**Specification:** J247 (Biology), J248 (Chemistry), J249 (Physics)  
**Available Level:** GCSE (9-1)

### What do I need to know or be able to do before taking this course?

All students will have completed the first two modules of each of the separate sciences by the end of Year 9. Students will continue with all three of the separate sciences - Biology, Chemistry and Physics and complete each separate GCSE at the end of Year 11.

### What will I learn on this course?

Students will have extensive opportunities to develop their interest in and enthusiasm for science. They will develop an in-depth, critical approach to scientific evidence and methods. They will have considerable opportunity to acquire and apply skills, knowledge and understanding of how science works and its essential role in society.

### What kind of student is this course suitable for?

Students who have a healthy interest in the sciences and who possess good analytical skills and enjoy carrying out practicals. This is the best preparation for students who go on to study science subjects at A Level.

**Subject Specification:** J247 (Biology)

**Subject Leader:** Ms West

### What is the course content and how is it assessed?

<b>OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)</b>
<b>Paper 1 Assesses B1, B2 and B3</b>
<b>Topic B1: Cell level systems</b>
<i>Cell structures, what happens in cells, respiration and photosynthesis</i>
<b>Topic B2: Scaling up</b>
<i>Supplying the cell and the challenges of size</i>
<b>Topic B3: Organism level systems</b>
<i>Coordination and control – the nervous system, coordination and control – the endocrine system, maintaining internal environments</i>

<b>OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)</b>
<b>Paper 2 Assesses B4, B5 and B6</b>
<b>Topic B4: Community level systems</b>
<i>Ecosystems</i>
<b>Topic B5: Genes, Inheritance and Selection</b>
<i>Inheritance, Natural selection and evolution</i>
<b>Topic B6: Global Challenges</b>
<i>Monitoring and maintaining the environment, feeding the human race and monitoring and maintaining health</i>

### OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)

The course is assessed by 2 written examinations (Higher Tier Grades 9-4)

Paper	Mode of Assessment	Assessment Details	Total marks	Weighting (%)
Paper 3 (J247/03)		Topics B1-B3	90	50
Paper 4 (J247/04)	Written paper (1 hour 45 mins)	Topics B4-B6 with assumed knowledge of B1-B3	90	50

[Working in Biology](#)

**Subject Specification: J248 (Chemistry)**  
**Subject Leader: Mr Pavar**

OCR Level 1/2 GCSE (9–1) in Chemistry A (Gateway Science) (J248)
Paper 1 Assesses C1, C2 and C3
<b>Topic C1: Particles</b>
<i>C1.1 The particle model</i>
<i>C1.2 Atomic structure</i>
<b>Topic C2: Elements, compounds and mixtures</b>
<i>C2.1 Purity and separating mixtures</i>
<i>C2.2 Bonding</i>
<i>C2.3 Properties of materials</i>
<b>Topic C3: Chemical reactions</b>
<i>C3.1 Introducing chemical reactions</i>
<i>C3.2 Energetics</i>
<i>C3.3 Types of chemical reactions</i>
<i>C3.4 Electrolysis</i>

OCR Level 1/2 GCSE (9–1) in Chemistry A (Gateway Science) (J248)
Paper 2 Assesses B4, B5 and B6
<b>Topic C4: Predicting and identifying reactions and products</b>
<i>C4.1 Predicting chemical reactions</i>
<i>C4.2 Identifying the products of chemical reactions</i>
<b>Topic C5: Monitoring and controlling chemical reactions</b>
<i>C5.1 Monitoring chemical reactions</i>
<i>C5.2 Controlling reactions</i>
<i>C5.3 Equilibria</i>
<b>Topic C6: Global challenges</b>
<i>C6.1 Improving processes and products</i>
<i>C6.2 Organic chemistry</i>
<i>C6.3 Interpreting and interacting with Earth systems</i>

**OCR Level 1/2 GCSE (9–1) in Chemistry A (Gateway Science) (J248)**

The course is assessed by 2 written examinations (Higher Tier Grades 9-4)

Paper	Mode of Assessment	Assessment Details	Total marks	Weighting (%)
Paper 3 (J248/03)	Written paper (1 hour 45 mins)	Topics C1-C3	90	50
Paper 4 (J248/04)	Written paper (1 hour 45 mins)	Topics C4-C6 with assumed knowledge of C1-C3	90	50

[Working in Chemistry](#)

**Subject Specification: J249 (Physics)**  
**Subject Leader: Mr Bright**

<b>OCR Level 1/2 GCSE (9–1) in Physics A (Gateway Science) (J249)</b>
<b>Paper 1 Assesses P1, P2 ,P3 and P4</b>
<b>Topic P1: Matter</b>
<i>P1.1 The particle model</i>
<i>P1.2 Changes of state</i>
<i>P1.3 Pressure</i>
<b>Topic P2: Forces</b>
<i>P2.1 Motion</i>
<i>P2.2 Newton’s Laws</i>
<i>P2.3 Forces in action</i>
<b>Topic P3: Electricity</b>
<i>P3.1 Static and charge</i>
<i>P3.2 Simple circuits</i>
<b>Topic P4: Magnetism and magnetic fields</b>
<i>P4.1 Magnets and magnetic fields</i>
<i>P4.2 Uses of magnetism</i>

<b>OCR Level 1/2 GCSE (9–1) in Physics A (Gateway Science) (J249)</b>
<b>Paper 2 Assesses P5 , P6, P7 and P8</b>
<b>Topic P5: Waves in matter</b>
<i>P5.1 Wave behaviour</i>
<i>P5.2 The electromagnetic spectrum</i>
<i>P5.3 Wave interaction</i>
<b>Topic P6: Radioactive decay – waves and particles</b>
<i>P6.1 Radioactive emissions</i>
<i>P6.2 Uses and hazards</i>
<b>Topic P7: Energy</b>
<i>P7.1 Work done</i>
<i>P7.2 Power and efficiency</i>
<b>Topic P8: Global challenges</b>
<i>P8.1 Physics on the move</i>
<i>P8.2 Powering Earth</i>
<i>P8.3 Beyond Earth</i>

**OCR Level 1/2 GCSE (9–1) in Physics A (Gateway Science) (J249)**  
**The course is assessed by 2 written examinations (Higher Tier Grades 9-4)**

Paper	Mode of Assessment	Assessment Details	Total marks	Weighting (%)
Paper 3 (J249/03)	Written paper (1 hour 45 mins)	Topics P1-P4	90	50
Paper 4 (J249/04)	Written paper (1 hour 45 mins)	Topics P5-P8 with assumed knowledge of P1-P4	90	50

[Working in Physics](#)

# SOCIOLOGY

<b>Examination Board:</b>	<b>Eduqas</b>
<b>Specification:</b>	<b>C200QS</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Ms Leonard</b>

## **What do I need to know or be able to do before taking this course?**

The Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues.

## **What will I learn on this course?**

Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world.

## **What kind of student is this course suitable for?**

A student who is interested in some, or all, of the following:

1. *The study of human social life, groups and societies in a systematic way.*
2. *Understanding the ways in which societies influence us and shape our daily lives.*
3. *Exploring and asking questions about the type of society in which you live as you draw on, and make sense of your own experiences.*
4. *How different groups within society develop a sense of identity through shared experience.*
5. *A knowledge of other countries and cultures in the modern world.*

## **What is the course content and how is it assessed?**

A student who is interested in some, or all, of the following:

- *Understanding Social Processes:*
  - *Key concepts and processes of cultural transmission*
  - *Families*
  - *Education*
  - *Sociological research methods*
- *Understanding Social Structures:*
  - *Social differentiation and stratification*
  - *Crime and deviance*
  - *Applied methods of sociological enquiry*

**Assessment consists of two externally assessed written examinations.**

## **What kind of work will I need to do outside lessons?**

Background reading is an essential part of the course, and you are expected to enhance your understanding by reading around the subject and undertaking independent research on the internet. You will also be expected to practice examination questions.

## **What could I go on to do at the end of my course?**

This specification provides a suitable foundation for the study of sociology at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. The knowledge and understanding and skills developed through the study of GCSE Sociology will also provide a basis for further learning and career choices. [Sociology : Subjects library](#)

## **Potential Trips and Cost**

- The Old Bailey and Royal Courts of Justice- Public galleries are free
- The Clink Prison Museum- £6 per student
- Museum of London Docklands- Free (dependent on exhibitions)
- Local Magistrates Court- Free

All prices are subject to potential future changes

## SPANISH

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>8692</b>
<b>Available Level:</b>	<b>GCSE (9-1)</b>
<b>Subject Leader:</b>	<b>Mrs Cato-Sargeant</b>

### **What do I need to know or be able to do before taking this course?**

All students should choose a language, but enthusiastic linguists may choose to do more than one. The course follows on from KS3 and builds on the material covered, re-visiting and developing areas already covered as well as introducing more advanced grammar and vocabulary.

### **What will I learn on this course?**

The core content is centred on three themes:

1. People and lifestyle
2. Popular culture
3. Communication and the world around us

### **What kind of student is this course suitable for?**

You should appreciate the importance of modern languages and communication and enjoy learning about other cultures and ways of life. You need to be motivated and committed and able to meet homework deadlines.

### **What is the course content and how is it assessed?**

The themes above are studied in depth and are assessed at the end of the course by external examinations. The tests can be taken at Higher or Foundation level. The tier of entry must be the same for each skill.

### **The assessments are:**

**Listening (25%):** At Foundation level, a 35 minute recorded test and at Higher level, a 45 minute recorded test, consisting of listening comprehension (responses in English) and dictation (responses in Spanish).

**Speaking (25%):** At Foundation level, a 7-9 minute test (plus preparation time) and at Higher level, a 10-12 minute test (plus preparation time), consisting of a role-play, reading out loud and photo card with follow-up conversation.

**Reading (25%):** At Foundation level, a 45 minute test and at Higher level, a 60 minute test of items in Spanish such as magazine articles, public notices and letters with comprehension tested with questions with responses in English. There is also a translation of sentences section from Spanish into English.

**Writing (25%):** At Foundation level, a 1 hour 10 minute test and at Higher level, a 1 hour 15 minute test. Students complete structured and open-ended writing tasks as well as a translation of sentences from English into Spanish.

In order to attain grades of 5-9, all students are entered for Higher tier, except in exceptional circumstances, in which the MFL department may decide to enter a student for Foundation tier.

### **What kind of work will I need to do outside lessons?**

You will need to practise your language skills on a regular basis. You will be expected to devote adequate time outside of school for learning new vocabulary and grammar. You should be keen to develop your reading skills through extensive reading. You will also use ICT in order to improve your reading and listening comprehension and writing skills.

### **What could I go on to do at the end of my course?**

A GCSE in Spanish will provide you with a suitable foundation for further study and/or practical use of the language. The course is designed to progress naturally to A Level Spanish in the sixth form for those students who wish to continue further. [Working in Languages](#)

### **Potential Trips and Cost**

Opportunities to attend trips locally or in London may arise in which case the cost for this will be paid by parents. Past local trips have included a film night, visit to a museum or cultural centre, visit to an off-site workshop and such like. The cost for local trips is kept as low as possible and typically would include the cost of entry to an event and potentially food costs only (travel via public transport where possible). The MFL department will endeavour to offer residential trips to KS4. These trips are not compulsory; however, they do enhance and support the curriculum allowing students to opportunity to practise the language in a real-world setting. If a residential trip is organised for KS4, this would take place in Year 10 and would have been advertised at least one year in advance to allow parents plan financially for the cost if their child wishes to attend.

### **Cost of previous trips for information:**

Film night and meal	approx. £25
Workshop in London	approx. £30
Residential trip – Andalucía	approx. £1000 (October 2024 - £910 for comparison)

## STATISTICS

Examination Board:	Edexcel
Specification:	1ST0
Available Level:	GCSE (9-1)
Subject Leader:	Ms Paterson

### What do I need to know or be able to do before taking the course?

As you have been studying Mathematics for the past three years, you should already have the fundamentals of GCSE Statistics such as Statistics, Probability, Number and certain elements of Algebra. Thus, you should have a good grasp of basic number skills, be able to draw a range of graphs and charts and be able to interpret data.

### What will I learn on this course?

At the end of the GCSE we expect you to have a clear understanding of data collection methods and how to represent this information into a range of charts and graphs to support an argument. You will also have a deep understanding of probability and how to apply probability in practical situations.

### What kind of student is this course suitable for?

If you enjoy subjects that have a clear relevance to the working world you will probably find GCSE Statistics very rewarding. The subject focuses on how statistics are used in the 'real world' and you may be surprised how widely used they actually are. You will learn about the strengths and limitations of statistics in realistic scenarios that will not have you begging the question "When will I ever use this knowledge again?" This course is suited to students who have great problem-solving skills and are happy to interpret data. You will also need to enjoy your current Mathematics lessons and have a good memory for mathematical rules and methods.

### What is the course content and how is it assessed?

Assessment of Statistics is by examination only.

Students will sit the GCSE at the end of Year 11 taking two written papers:

Paper 1 (50%):	Calculator allowed	1 hour 30 minutes
Paper 2 (50%)	Calculator allowed	1 hour 30 minutes

### What kind of work will I need to do outside lessons?

Regular homework will be set throughout the course. It is advised that independent home learning is required such as practice exam questions. Before the exam, we expect you will revise so please consider your strengths when currently revising for your Mathematics exams before considering this course.

### What could I go on to do at the end of my course?

Statistics is a valuable qualification. There are plenty of careers that require the analytical skills gained and involve handling data. Such as careers in medicine, public affairs, surveys, research, marketing and many more! For those wishing to do A-level Mathematics, this provides an excellent starting point to the statistics component (25% of the A-level). Statistics also supports other A-levels such as Chemistry, Biology, Computing, Physics, Psychology, Geography and Business Studies, that all require you to handle and interpret data. [Working in Maths](#)

## OPTIONAL SUBJECTS

When you have made your preliminary choices use this **CHECKLIST** to make sure:

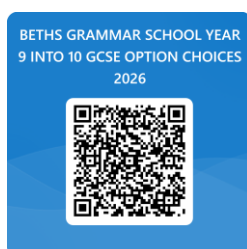
1. Have you a definite career in mind? YES / NO  
If YES:  
  
What is the career?  
What GCSE grades are required?  
(the Careers Section within the LRC can help you find out)
2. Will the choice made preclude you from any particular career? YES / NO  
(The Careers Team can offer you advice and materials relating to University and other sixth form options)
3. Do your parents agree with your preferences? YES / NO
4. Are subject teachers sure that you can achieve at least a Grade 6 at GCSE in these subjects?  
  
Is your current Key Stage 3 Attainment at least Grade 4?  
  
Remember these are your preferred subjects – they should enable you to achieve your best grades. YES / NO

## SELECTING PREFERENCES

Points to remember in choosing your preferred options:

- *Which subjects do you like?*  
We know that students perform best when following subjects that they enjoy. Think through carefully whether you will be happy dedicating some four or more hours each week to this subject, including lessons, homework and personal study. If you enjoy the subject, you will put more time and effort into it and the more time and effort you put in, the more successful you will become.
- *How good are you in each subject?*  
You will have a good idea yourself but see what your latest report indicates and ask your subject teacher who will know how you perform in class, homework, tests and examinations. They should be able to say whether your strengths or weaknesses will allow you to cope with GCSE and your discussion with your Form Tutor should inform this issue further, before you make suitable final decisions with your parents.
- *Are you leaving your future career path open?*  
If you have no definite career in mind, choose what you are good at, what you like doing and what will give you a good spread of subjects. A broad and balanced curriculum is very important at this stage. Very few degree courses demand that you follow particular subjects to GCSE and many subjects can be picked up at A-Level or beyond without earlier study.
- *Have you a definite career in mind?*  
If so, find out which subjects at GCSE will best support your career route. Make sure that your subject teachers think you can achieve higher grade GCSE passes in these subjects and be certain that these subjects plus your other choices give you a good spread. Remember that however keen you are on any particular career or job now, you may possibly change your mind before you leave school. Your choice of subjects must not limit you to just one sort of career.
- *Points to avoid*  
Do not choose a subject because you can think of 'nothing better', you like the teacher or just because a friend has chosen it. Remember that these are **important decisions that will affect your future, not your friend's, and that the school will not guarantee which teacher will take that subject next year!** A balanced range of good grade GCSEs will provide you with the best foundation possible, whatever direction your career takes.

## YEAR 10 & 11 COURSES CHECKLIST 2026 – 2028



**Microsoft Forms Link:** [BETHS GRAMMAR SCHOOL YEAR 9 INTO 10 GCSE OPTION CHOICES 2026 – Fill in form](#)

*(This link will go live after the 6.00pm Options Evening presentation on Thursday 23<sup>rd</sup> April 2026)*

It is strongly recommended that all students study a Modern Foreign Language and a Humanity as part of the EBACC alongside English, Mathematics and Science.

However, students who do not wish to follow the school's recommendation of following a Modern Foreign Language and/or a Humanity subject, should select four choices from the list below **in order of preference** using the link above. Students are also asked to choose a 'reserve' subject.

Ancient History	Art & Design	Business
Chinese Mandarin	Computer Science	Drama
DT - Product Design	Economics	Electronics
Engineering	French	Geography
Geology	German	History
Italian	Music	Photography
Physical Education	Psychology	Religious Studies
Sociology	Spanish	Statistics

If we are unable to offer you (one of) your first choice(s) for any reason, then we will try to ensure that you are offered your reserve subject. Please note that the offer of all courses is subject to sufficient numbers selecting each subject to provide viable groups. If any subject is over-subscribed, students will be asked to reconsider their preferences. In the unlikely event that a subject is over-subscribed after this stage, the subject group will be finalised by a random selection process.

Only one of the following subjects can be chosen: Art, DT, Electronics, Engineering, and Photography.

***TO BE COMPLETED BY FRIDAY 1 MAY 2026***